

14.0 The Impact of Educational Background and Locality Context on Teaching Competency among Student-Teachers

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Abstract

The research aimed to assess the teaching competency of preservice student-teachers, specifically those enrolled in B.Ed. and D.EL.ED programs, within the Prayagraj district. This study employed a Descriptive Survey Method to gather data; the sample group consisted of 150 student-teachers participating in the B.Ed. and D.EL.ED program. To evaluate the level of teaching competency among these participants, a standardized assessment tool known as the General Teaching Competency Scale developed by B.K. Passi and M.S. Lalitha, was utilized. In the analysis of the data collected, the research aimed to test hypothesis regarding significant differences among student-teachers based on their Educational Background and Locality. The findings of the study indicated that there were no statistically significant differences in the level of teaching competency observed among student-teachers when analyzed with respect to their Educational Background and Locality.

Key Words: Teaching Competency, Educational Background, Locality, B.Ed. Student teachers

Introduction:

Teachers should possess universal competencies that enable them to develop and design teaching modules and accompanying instructions that align with student's needs and expectations. It's essential for every teacher to continuously update their knowledge and acquire a diverse set of skills and techniques to enhance the effectiveness of teaching and learning. Besides subject expertise, teachers should also receive training to adapt their teaching approach to suit the nature, interests, and abilities of their students. The adaptability significantly contributes to students overall learning and development.

However, being an effective teacher isn't solely dependent on professional competencies and practical skills. It also hinges on the teacher's commitment which plays a vital role in ensuring effective education. Well-trained and effective teachers are those who combine competence with a strong sense of commitment as dedicated professional educators. Consequently, nurturing professional commitment among teachers should be an integral part of both in-service and future teacher education programs.

The concept of "Competency" in education has a history dating back to the 1970s when it was introduced by Craig C. Lundberg and David McClelland in their writings. It has since gained popularity through the work of Richard Boyatzis and others. In simple terms, competency refers to the ability to apply a set of related knowledge, skills, and abilities needed to effectively perform important tasks in a specific work environment. When we

discuss any profession or job, competence signifies having the necessary professional skills, knowledge, and capacity.

Competencies often serve as the foundation for defining skill standards, which outline the level of knowledge, skills, and abilities required for success in the workplace. They can also serve as criteria for assessing whether someone has attained the required competency. These standards are concerned with how professionals apply their knowledge and skills in the workplace and are guided by their professional values. Competence is something that is developed over time through practice and reflection.

According to Encyclopaedic Dictionary of Education (1997), competence means having and demonstrating skills, abilities, or aptitudes in effectively carrying out a learning task. In essence, competence is about the ability to perform at the expected standards of a particular job.

Here are some key characteristics of competency:

1. A competency consists of one or more skills, mastering which would enable someone to achieve that competency.
2. Competency is connected to all three domains-knowledge, skills, and attitude- under which performance can be assessed.
3. Competency is something that can be observed and demonstrated.
4. Competencies are not only observable but also measurable.

Moving on the concept of “Teacher Competency” there are three main dimensions used to evaluate teachers’ work: Teacher competencies, Teacher performance, and Teacher effectiveness. Teacher competency refers to the effective demonstration of all observable behaviours by teachers that lead to desired learner outcomes. It encompasses the ability to perform specific teaching functions and demonstrate acquired knowledge and higher-level conceptualizations. Teacher’s competency involves skills, abilities, and capabilities that create an effective and productive teaching-learning environment, ultimately helping teachers and students reach educational goals.

In essence, teacher competency includes knowledge, skills, attitude, and experience required to excel in a practical strategies, practices, and guidelines to enhance instruction, improve student performance, and enhance overall work quality.

II. Rationale of the Study

Teacher training programs aim to enhance educators' teaching skills and achieve positive classroom outcomes. Teachers play a pivotal role in the education system, and the effectiveness of their teaching hinges on their subject expertise, educational qualifications, and upbringing environment. Previous studies in this field, such as "Teaching competency of secondary school teachers in relation to selected variables" by Nishtha Rana (2019), "School Effectiveness and School Improvement" by Sorlie (2011), "Competencies in teacher education: Pre-service teachers" by Necla Koksall (2013), "Analysis of Elementary School

Teacher Competency Based on Education Background" by Deitje Katuuk et al. (2019), "Becoming a Better Teacher: Microteaching Approach" by Passi & Lalitha (1976), "A Study on Teaching Competency of Secondary School Teachers" by Passi B.K & Sharma SK (1982), "Teaching competency of secondary school teachers in relation to emotional intelligence" by Mandeep Kaur (2014), and "A study of teaching competency of secondary school teachers in relation to their educational qualification, stream, and type of school" by Dr. Jarrar Ahmad and Mohd. Ahmad Khan (2016), have revealed varying perspectives on the relationship between teaching competency and factors like locality and educational qualifications. This present study aims to investigate whether these previous findings are applicable to pre-service student-teachers.

III. Objectives:

1. To compare the general teaching competency of pre-service student-teachers based on Educational Background.
2. To compare the general teaching competency of pre-service student-teachers based on Rural and Urban.

IV. Hypotheses:

In order to full fill the objectives of the study, the following Null Hypotheses were stated:

1. There is no significant difference in the general teaching competency between rural and urban preservice student-teachers.
2. There is no significant difference in the general teaching based on age of pre-service student teachers.

V. Sample of the Study:

The sample selected consisted of 50 pre-service student-teachers of D.El.Ed. and 50 pre-service student teachers of B.Ed. college of Prayagraj District.

Table 1: Distribution of Sample (N=150)

Variables	No of Students
Intermediate	38
Graduate	112
Urban	62
Rural	88
B.Ed.	100
D.El.Ed.	50

VI. Tools Used:

Data for this study were gathered during the school-internship program using the GTCS-PBLM manual created by B.K. Passi and M.S. Lalitha. Observers evaluated each of the five skills—Planning, Presentation, Closing, Evaluation, and Managerial—using a 7-point rating

scale. This scale comprises 21 items that assess various teaching skills, covering the entire teaching and learning process within the classroom. The total score on this scale can range from a minimum of 21 to a maximum of 147. It's worth noting that this scale has previously been employed in doctoral research, and the reported inter-observer reliability coefficients have been found to range from 0.85 to 0.91.

VII. Statistical Tools:

To analyze the data, statistical methods such as calculating means, standard deviations, and conducting t-tests are employed.

VIII. Procedure:

Data were obtained through the utilization of the GTCS-PBLM manual during the school-internship programs for both D.El.Ed and B.Ed courses. Observers assigned scores to each item corresponding to the five skills, namely Planning, Presentation, Closing, Evaluation, and Managerial.

IX. Analysis and Interpretation:

To conduct data analysis, statistical methods such as calculating the mean, standard deviation, and performing t-tests were employed across various variables. In accordance with the formulated objectives, data analysis was conducted as outlined below:

Table 1: Distribution of the Mean & SD of Teaching Skills B.Ed.

S. No.	Teaching Skills	Mean	SD	Total Sample
1.	Planning	21.67	3.2	100
2.	Presentation	57.67	6.27	
3.	Closing	10.8	1.66	
4.	Evaluation	10.2	1.31	
5.	Managerial	10.39	1.43	
6.	Total	110.73	8.31	

Table 2: Distribution of the Mean & SD of Teaching Skills D.El.Ed.

S. No.	Teaching Skills	Mean	SD	Total Sample
1.	Planning	21.46	3.29	50
2.	Presentation	59.1	3.52	
3.	Closing	10.9	1.72	
4.	Evaluation	9.94	1.45	
5.	Managerial	10.27	1.37	
6.	Total	111.67	11.36	

Table 3: Distributions of the Mean & SD of Teaching Skills of B.Ed. & D.El.Ed. Student-Teachers

S.No.	Teaching Skills	Mean	SD	Total Sample
1.	Planning	21.6	3.22	150
2.	Presentation	58.15	5.54	
3.	Closing	10.85	1.67	
4.	Evaluation	10.11	1.36	
5.	Managerial	10.36	1.41	
6.	Total	111.07	7.16	

Objective No.1: To compare the general teaching competency of pre-service student-teachers based on Educational Background.

Table 4: Difference in the level of teaching competency based on Educational background

Educational Background	Sample	Mean	SD	df	t- Statistic	t- critical	Significance
Intermediate	38	111	8.32	148	0.14	1.98	Not Significance
Graduate	112	111	6.76				0.05

Table 5 indicates that there is no significant difference in Teaching Competency between intermediate and graduate pre-service student-teachers. The mean score for intermediate students is 111.21, while for graduate students, it is 111.02. The standard deviation for intermediate students is 8.32, and for graduate students, it is 6.76. The application of a t-test did not reveal any significant difference between these two means, with a calculated "t" value of 0.14, which is not statistically significant at the 0.05 level of significance with 148 degrees of freedom. Therefore, the Null Hypothesis is retained. This result indicates that the qualification level does not have an impact on the Teaching Competency of pre-service student-teachers at the teacher training college in Prayagraj.

Objective No.2: To compare the general teaching competency of pre-service student-teachers based on Locality.

Table 5: Difference in the level of teaching competency based on Locality

Educational Background	Sample	Mean	SD	df	t- statistic	t- critical	Significance
Intermediate	62	109.98	8.21	148	-1.09	1.98	Not Significance
Graduate	88	10.22	2.71				0.05

The analysis of the data presented in Table 5 reveals that there is no significant difference in Teaching Competency between rural and urban pre-service student-teachers. The mean score

for rural students is 109.98, while for urban students, it is 111.32. In addition, the standard deviation for rural students is 8.21, and for urban students, it is 6.80. When a t-test was conducted to assess the difference between these two means, the calculated "t" value was 1.09, which is less than the critical "t" value of 1.98 at the 0.05 level of significance with 148 degrees of freedom. As the t-statistic is smaller than the t-critical value, the Null Hypothesis is accepted. This result indicates that the locality (rural or urban) does not have a significant impact on the Teaching Competency of pre-service student-teachers at the teacher training college in Prayagraj district.

Regarding Table 5, it presents data showing that the mean age of the student-teachers is 26.83, and the mean score on the General Teaching Competency (GTC) scale is 111.07. The standard deviations for age and GTC score are 4.16 and 7.16, respectively. Pearson's "r" value was calculated and found to be -0.08. When compared to the critical "r" value from the Pearson's r correlation table at a 0.05 significance level (95% confidence level), it was determined to be 0.17. Since the calculated "r" is less than the critical "r," the Null Hypothesis is accepted. This implies that there is no significant difference in General Teaching Competency based on the age of the student-teachers.

X. Result and Discussion:

All the findings align with the Null Hypothesis as stated. The Student t-test was utilized to assess whether there were significant differences between variables, and it was determined that there were no significant differences in teaching competency based on the Educational Background and Locality of the student-teachers. The primary objective of the study was to compare the competency levels of student-teachers concerning their Educational Qualification and Locality. The outcomes indicated that there were no significant variations in teaching competency with regard to the sampled student-teachers' backgrounds and the data were collected from a teacher training college in the Prayagraj district.

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